

Teacher/s:		Year Group(s)		Term: 3:1	
<p>Fiction and poetry: stories about fantasy worlds, poems with patterned and predictable structures; a variety of poems on similar themes.</p> <p>Non-Fiction: information texts including recounts of observations, visits, events.</p>					
Titles:	Teaching Objectives: Text Level		Sentence Level		Word Level
Week 1 Rumble in the Jungle The Magic Box	<p>T9: to read a variety of poems on similar themes, e.g. families, school, food;</p> <p>T10: to compare and contrast preferences and common themes in stories and poems;</p>		<p>S1: to expect reading to make sense and check if it does not; S4: about word order, e.g. by re-ordering sentences, ... grouping a range of words that might 'fit', and discussing the reasons why;</p> <p>Curricular Target: to group words according to their purpose.</p>		<p>W1: the common spelling patterns for each of the long vowel phonemes: <i>ee ai ie oa oo</i></p> <p>Step 6 Progression in Phonics (NLS)</p>
Week 2 Wilfred Gordon McDonald Partridge	<p>T5: to re-tell stories, to give the main points in sequence and to pick out significant incidents;</p> <p>T8: to compare and contrast stories with a variety of settings, e.g. space, imaginary lands, animal homes; Curricular Target: to identify the setting of a story.</p>		<p>S7: to add question marks to questions.</p>		
Week 3 Unit 8 Developing Early Writing NLS The Magic Box	<p>T15: to use poems or parts of poems as models for own writing, e.g. by substituting words or elaborating on the text; T16: to compose own poetic sentences, using repetitive patterns, carefully selected sentences and imagery;</p>		<p>S6: through reading and writing, to reinforce knowledge of term <i>sentence</i> from previous terms;</p> <p>Curricular Target: to construct a sentence for a poem</p>		<p>W8: new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics;</p>
Week 4 Gorilla	<p>T7: to use titles, cover pages, pictures and 'blurbs' to predict the content of unfamiliar stories; T8: to compare and contrast stories with a variety of settings T14: to write stories using simple settings, e.g. based on previous reading; Curricular Target: to add detail about 'where' in a story</p>		<p>S6: through reading and writing, to reinforce knowledge of term <i>sentence</i> from previous terms;</p>		Step 7 Progression in Phonics
Week 5 Handa's Hen	<p>T18: to read recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like <i>first, next, after, when</i></p> <p>T20: to write simple recounts .., using the language of texts read as models for own writing. Curricular Target: to use connectives that signal a time sequence</p>		<p>S5: other common uses of capitalisation, e.g. for personal titles (<i>Mr, Miss</i>), headings, book titles, emphasis;</p>		<p>W6: to investigate and learn spellings of verbs with 'ed' (past tense), 'ing' (present tense) endings;</p>
Week 6 My Bean Diary	<p>T19: to identify simple questions and use text to find answers. To locate parts of text that give particular information including labelled diagrams and charts, e.g. <i>parts of a car, what pets eat, clothes that keep us warm</i>;</p>		<p>S7: to add question marks to questions.</p> <p>Curricular Target: to write a question and demarcate it with a capital letter and question mark.</p>		<p>W9: the terms 'vowel' and 'consonant';</p>